DOCUMENT RESUME

ED 393 178 EA 027 432

AUTHOR LeCompte, Karon; Talbert, Tony
TITLE The Leadership Development Model: Ideas into Action.
PUB DATE Feb 96
NOTE 14p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Decision Making; *Educational Planning; Elementary Secondary Education; *Leadership Training; *Management Development; Models; *Professional Development

ABSTRACT

Educators often have a vision but lack the tools necessary for transforming it into reality. This paper describes the Dupont Leadership-Development Process Model (1988), a tool for determining educators' priorities and helping them accomplish their goals. The model has been applied in business and educational settings. The paper describes its uses for field-experience programs, developing partnerships, and developing school distict unity. The model is comprised of a planning level and an action level. The planning level trains participants to examine their beliefs, philosophy, principles, and concepts. These are the activating forces or "want" values behind the implementation of an idea. The action level is a cycle comprised of design, strategy, action, and evaluation phases. The action components are the restraining force, or "ought" values, that work against the activating forces until a compromise is reached. An example of a community field-experience is included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 393 178

The Leadership Development Model:

Ideas into Action

Manuscript
Submitted
for
Consideration
to

Eric
Clearinghouse on
Educational Management

by

Karon LeCompte
Assistant Instructor
Coordinator of Field Experiences
Sam Houston State University

and

Tony Talbert
Director of The Center for Professional Development
Sam Houston State University

EA 027 432

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. LeCompte

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The Leadership Development Model: Ideas into Action

The development of an idea into action is making a dream come true. The process of seeing a vision and working through obstacles can be both an exciting and discouraging series of events. Educators often have the vision but lack the necessary tools to make the vision into reality. We know what needs to be done but we cannot seem to cut through certain obstacles which may affect our ability to attain our goal. The Leadership Development model is a tool that provides a means to determine that which is most important to us and to realize our goal. It is a model that offers educators a system to bring together ideas, successfully reconcile values and thus implement a new program.

The Intent

The *Leadership Development Process* (1988) began as an initiative to improve management and leadership. It has now become the format for leadership development programs, especially among those schools who wish to focus on site-based decision making. Murray & Simmons (1994) state the essence of site-based management is an attempt to restructure school systems by implementing a new form of governance in which decisions are made by personell at the school site. These changes have the propensity to effect roles and behaviors of school leaders for decades to come (Adkison, 1981; Etzioni, 1988). Leaders who wish to be effective will benefit significantly from a system of steps that would bring together those persons involved in program development.

The Dupont Leadership Development Process Model (1988) offers a tool, known as the levels of thought, for educators to develop ideas for creating and implementing programs. The model itself is so versatile that it can be utilized in a variety of settings and under various conditions. It can bring divergent agendas together to form a common

interest. Business leaders have discovered this model to be an effective tool by which to put their ideas into action.

> "The Texas LEAD Center, co-sponsored by the three major administrator associations in the state (the Texas Association of School Administrators, The Texas Elementary Principals and Supervisors Association and the Texas Association of Secondary School Principals) has been engaged in a statewide partnership with the E.I. Dupont Company since 1988"

The model lends itself well to education in that it provides a system for new ideas to be developed into actual plans. A strong aspect of the model is that it constantly brings the planner back to the original thesis in order to keep the plan focused. The leadership model for education is based on an understanding of terms that are the components of interaction in the model. Want values and ought values are reconciled between those participants in the proposed program. The development process ensures that the program can be moved from conception to action in the most efficient manner.

The Design

The primary objective when using this model is to develop an understanding of each level of thought and the terms which comprise the levels. The levels are divided into a planning and an action stage. Intertwined into the levels are the constraining effects of values held by those persons involved in the development of the idea. The interaction of levels of thought follows a specific path which is influenced by activating and restraining forces. The result is the implementation of a sound idea into a workable plan.

The Plan

The terms that comprise the planning level in the model are belief, philosophy, principle and concept. A belief is what you hold to be true about something. It brings together your personal experience and attitude into an interpretation of a situation. A philosophy is the reason you support a particular belief. The principle is made up of the guidelines you will want to follow in making your philosophy a reality. Finally, the concept is the image or idea that you will strive to achieve. Concept represents the collective ideas of all partners in the collaborative process, thoughtfully and reflectively crafted into the language that expresses the vision. These terms are the planning thoughts of the developmental process. They are the activating force or want values behind the implementation of an idea. In other words, the reason for developing an idea into action.

The Action

The action level of the model is comprised by certain facets identified as design, strategy, action, and evaluation. The design is the plan that is needed or needs to happen to implement the strategy. It is the needs or wish list of things that will be a part of the actual program. Strategy is concerned with the procedures necessary for the concept to be achieved. It is the goal of the concept stated in terms that reflect the focus of the program. Action is the will, energy and resources necessary to implement the design. Finally, evaluation checks to see if the performance meets the standards set in the planning level of the model. The action level of this model could be viewed as a task cycle or a decision making loop. A task cycle is the circular movement of steps in the model. The movement of the cycle constantly returns to the underlying principle of the concept to be attained. The action level is the restraining force or ought values of the model. The activating and restraining forces work against one another until a compromise is reached.

Reconciliation

The key however is to reconcile the forces through compromise which is an interim step in the process. Compromise is the state in which the forces must give and take in order to reach an equilibrium. Reconciliation is the satisfied or comfortable state of the restraining and activating forces. These forces are dynamic within the model. They keep the model changing and improving to meet the needs of the organization. The identified levels of thought keep the model focused on the underlying beliefs, philosophies and principles that are the issue of focus for a particular institution.

Integrating the Vision

The forces involved in the model are actually the modes of behavior at work between those individuals involved in the creation and implementation of an idea. Human beings are integrated organisms. As such, we all have different wants or values. A characteristic of a successful professional is the ability to compromise wants and values. Compromise is then the pendulum that swings between the activating and restraining forces in the model. Compromise eventually leads to reconciliation, which is a state of satisfaction between values. Without this reconciliation of values the action or reality level of the model would never materialize. The combination of the three forces of activating, restraint and compromise, at work, provide the strength of the model. Movement from planning to action then becomes consistent and focused on the objective of the involved institutions.

Practical Application

The leadership model is currently being used in developing a program of field experience for university level education students. Field experiences for students is a relatively new and unstructured program, and has had a history of confusion. The state of Texas requires education students to observe and participate in real educational setting prior to their certification.

> The State Board of Education for Teacher (1984 Standards) states: "A Planned sequence of not fewer than 45 clock hours in field experiences shall be a prerequisite for admission to student teaching. Pre-student teaching field experiences shall include observing and working with children or youth in a school or school accredited by the Central Education Agency. At least one-half of the pre-student teaching experiences shall include observation and experience at a level for which a student teaching assignment is anticipated."

The difficulties that arise are due to the various institutions that must become involved with one another to meet this objective. Various entities within an institution are often in a state of inertia leading to confusion or at the very least, program delays. Such a state of sluggishness significantly contributes to the difficulties in implementing new concepts. In field based experiences students, teachers, principles, pre-service teachers and their professors must interact in a positive professional manner to achieve the vision of educational excellence.

The leadership development model is an ideal tool for implementing a community based field experience program. The following is an example of the leadership model at work in a real situation.

Insert Tables 1 & 2

Conclusion

The reality of a dream can indeed benefit many individuals within an organization. Results are often seen immediately upon the implementation of the Leadership Development Model. Field experiences for preservice teachers have broadened as a result of the new program. University students, under the direction of their professors, now have an opportunity to work with public school students. Students have the benefit of individualized attention. Positive results are seen in more than one institution.

Field Experiences is just one example of how the model is used. Districts across Texas are implementing new and effective programs as a result of the social tools this model offers. The following comments are from various staff from three school districts in the State of Texas. These schools have used the model to successfully implement programs in their districts.

> "The Dupont program has formed partnerships and given us a model for leadership. It has altered our culture into one of sharing and ownership"
>
> - Crowley, I.S.D.

> "Even though our primary objective in implementing this process was training in Site-Based Decision Making, the secondary objective of networking has been equally important in bringing the people of our district together in working toward common goals"
>
> - El Paso I.S.D.

> "By using all these tools, we're doing so much more in less time, and we're getting to unity of purpose much quicker"
>
> - Mesquite I.S.D.

The Leadership Development Process Model is a proven tool for the development of new programs. It is our hope that educators will embrace this model for the improvement of school systems at every level.

References

Adkison, J.A. (1981). Women in school administration: A review of the research. Review of Educational Research 27, (2), 311-43.

Etzioni, A. (1988). The moral dimension: Toward a new economics. New York, NY: Free Press.

Dupont Leadership Development Process. (1991). Texas Lead Center Austin, Texas.

Murray, G. & Simmons, E.S. (1994). Women Administrators: Leading the way in site-based management. Equity & Excellence in Education (27) 2. 71-77.

Karon N. LeCompte
February 1996

Community Based Field Experience Model

Belief	Philosophy	Principle	Concept
Students should be provided with opportunities to receive extra instruction beyond the regular classroom setting. Teachers and parents should work collaboratively in recognizing students who need added instruction in a particular subject matter. Students at all levels of learning should be the opportunity to improve and continue their individual aspirations.	Institutions within a community should support one another in the improvement and growth of their citizenry. Institutions can and should be dependent on one another for success.	All institutions within a community would indeed benefit from participants who are willing to compromise their level of wants in order to achieve improvement in overall programs.	To: Provide an environment of interaction that meets the needs of students on all levels. In a way that: * public school students are given opportunities for extra instruction. * pre-service teachers are allowed time to implement techniques in a supervised, secure atmosphere. * Professors of Education can actually observe their students in classroom settings. * arrangements are made outside the realm of regular school scheduling. * parents have an avenue of support for their children that is financially feasible. So that: learning, growth and improvement occurs within many citizens of a community.

Figure 1

Karon N. LeCompte
February 1996

Community Based Field Experience Model

Design	Strategy	Action	Evaluation
What is needed? * student centered atmosphere *opportunities to bring young students, who desire individual or small group instruction together with pre-service teachers. * Professors who would like part of their course format to include real classroom settings. * pre-service teachers * school personnel who are willing and happy to work collaboratively with the university professors and their students. * parents who support the extra instruction for their children. * families who cannot stay at home during the fall and spring intercession periods. * community support. * person who coordinates school and university needs.	Focus on scheduling opportunities that will provide all learners with the guidance and encouragement to increase his/ hers success.	Identify optimal times for schools to serve special arrangements. Intersession time and after school tutorial sessions are ideal for this arrangement. Allow for individual and small group attention for those students need it most and those students who desire enrichment activities. Coordinate the university class with a tutorial or enrichment program. Create a system of communication between all those involved in the program, i.e. computer data base and fax machines.	The results of this plan would be seen throughout the learning continuum and on an individual basis. A key aspect of this program is a sound communication system. This should be frequently evaluated by those involved. An evaluation board should be created to periodically review the program. Feedback should be obtained from parents, pre-service teachers and the students. The program should be evaluated on a continuous basis.

Figure 2